

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Ms. Mary Larkin

Official School Name: Saint Ignatius Loyola School

School Mailing Address: 48 East 84th Street
New York, NY 10028-0806

County: Manhattan State School Code Number: 31-02-00-14-5299

Telephone: (212) 861-3820 E-mail: larkinm@saintignatiusloyola.org
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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Timothy McNiff PhD Superintendent e-mail:
DR.TIMOTHY.McNIFF@ARCHNY.ORG

District Name: Archdiocese of New York District Phone: (212) 371-1011

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	31	29	60
K	32	31	63		7	28	26	54
1	31	34	65		8	31	29	60
2	24	34	58		9	0	0	0
3	36	21	57		10	0	0	0
4	33	27	60		11	0	0	0
5	30	34	64		12	0	0	0
Total in Applying School:								541

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
3 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
60 % White
24 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	530
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 17%
Total number of limited English proficient students in the school: 90
Number of languages represented, not including English: 17
Specify languages:

Spanish, Hungarian, Creole, French, Italian, German, Greek, Portuguese, Polish, Russian, Farsi, Tagalog, Chinese, Korean, Japanese, Maltese, Arabic

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%
 Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>7</u>
Total number	<u>40</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	98%	97%	97%
Daily teacher attendance	97%	95%	97%	98%	97%
Teacher turnover rate	1%	2%	8%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

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For over 156 years, Saint Ignatius Loyola School has provided an academically challenging, supportive and learning environment rooted in Catholic faith and tradition. Each child is regarded as a unique individual whose spiritual, intellectual, emotional, physical and social growth needs to be nurtured and guided at each stage of his or her development. At Saint Ignatius, every student is given the opportunity to learn in an environment that celebrates personal potential through individual and collaborative efforts. The program is rigorous, but the students enter the building cheerful and eager to begin the day. The school is pleased to share the students' accomplishments and is honored to present this second application for Blue Ribbon status.

The School's spiritual philosophy acknowledges and affirms the presence of God and the Gospel message. The value of integrity is promoted and awareness of social justice is instilled through good works. The students live this mission through various community service projects, including the collecting and donating of food, volunteering their time in soup kitchens or local nursing homes, and building an awareness of global needs through fundraising endeavors.

Academically, it is Saint Ignatius Loyola School's continued goal to create and maintain an atmosphere conducive to learning and to develop a sensitivity and flexibility of mind and spirit. Each child is encouraged to reach his or her intellectual and social potential and inspire all with the need to serve others. Saint Ignatius Loyola students maintain a healthy balance between academics and extracurricular activities. Opportunities are created for the students based on the awareness of their unique gifts. Whether it is through the fine arts, a sports team, the junior mock trial competition or dance club, the school continually looks for ways for the students to discover and refine their individual talents.

The School's strength lies in its synergy of mission, academic excellence, personnel and the students and families in the community. The accomplishments are genuine. The alumni continue to distinguish themselves as professionals and through philanthropic works. The faculty and staff are dedicated and caring. Eighty-seven percent have either earned or are working towards their masters degrees, with several individuals possessing multiple degrees. Saint Ignatius Loyola students have distinguished themselves in various academic competitions including The Thurgood Marshall Junior Mock Trial, The Johns Hopkins Center for Talented Youth Program, The Scripps National Spelling Bee, The Science Olympiad, Think Quest New York City, Preston High School Math Olympiad for Girls and Mount St. Michael's Academic Olympics.

Schools thrive when the relationship between the school and home is strong. The parent community and the school share the same goal; to give the students the best education - spiritually, academically, socially and emotionally. The parents are purposeful stewards and demonstrate their support in many ways: by serving as class parents and on advisory committees, celebrating together at school liturgies, attending report card conferences, decorating the gym for school events, fundraising on behalf of the school and supporting charitable outreach initiatives.

This stewardship achieved new heights when the school was faced with an aging facility in need of renovation. An initiative that began in 2004 came to fruition in 2006 when construction began. The students, faculty and staff of Saint Ignatius Loyola School now enjoy new classrooms, an art studio, computer lab, science lab, music studio, an accelerated math room, library and administrative offices. As a part of the renovation, interactive white boards have been installed in all the classrooms and have quickly become a vibrant component in the curriculum. The building's transformation provides an environment that lends itself to every learning opportunity.

1. Assessment Results:

Saint Ignatius Loyola School prides itself on its legacy of academic excellence. The students work very hard and are directed by a dedicated faculty. In addition to a four quarter grading system, the school uses results of standardized tests to evaluate, assess and validate the performance of the students in comparison to national norms.

ITBS (Iowa Test of Basic Skills) is administered to the first through the eighth grade every October. Prior to the 2009 – 2010 school year, these tests were administered in March. The Archdiocese of New York decided that all schools will test in October, to ensure that adequate time can be allotted for evaluating test scores and making necessary curriculum adjustments. For a better understanding of the ITBS, information can be accessed at <http://www.riverpub.com/products/irm/userresources.html>.

From 2006 to 2010, Saint Ignatius Loyola students have consistently achieved high standings in math and reading. The school proudly shares all scores each November at the State of the School address. Compared to other schools in the nation taking the ITBS test, Saint Ignatius Loyola School has scored in the top 16% for the past five years, and in 2009-2010, grades three through eight ranked in the top 7%.

There are several factors that contribute to this strong performance: the scaffolding effect of the curriculum; the minimal turnover of faculty across grade levels; utilization of the test scores to identify strengths and remedy weaknesses, and a concerted effort by faculty and administration to hone the students' reading, writing, listening, and math computation skills.

It is important to also note that, in addition to the reading and math scores which are reported here, students in grades one through eight are also given the full language component of the ITBS tests. The school takes pride in the students' scores in this area and attributes this success to the focus given to grammar, spelling and vocabulary. The school uses the *Voyages in English* grammar series, *The Vocabulary Workshop* series and the *Houghton Mifflin Spelling Program* to enrich the reading and literature curricula.

One example of the faculty and administration studying ITBS results and using them as a tool, is within the listening component of the reading tests for the primary grades. Although vocabulary and comprehension were strong, scores from the listening segment of the test revealed there was room for improvement. To boost scores, the school has purchased a new reading series, *Reading Street*, which includes more of a listening component and combines examples of fictional writing with similarly themed non-fiction pieces.

This year, the school observed a downturn in the second grade math results, but an impressive increase in the third grade math scores. Puzzled by this discrepancy, the administration met with the first and second grade teams to review the math curriculum, go over math pacing guides and develop strategies to ensure a smoother transition in these grades.

Under the auspices of the Archdiocese of New York, students in the fourth, sixth and eighth grades are required to take the New York State tests in Math and English Language Arts. Traditionally, the tests were administered only in the fourth and eighth grades. Last year, the sixth grade was added to the testing pool. The New York State Test format differs from the ITBS which is a multiple choice test. The multi-day New York State tests include multiple choice, open-ended, and essay questions. The scoring differs as well. The New York State scores range from a Level One to a Level Four with Level Four being the highest. In 2009 – 2010, New York State mandated a change in the norms for scoring and raised the scores needed to achieve a Level Three or Level Four. Further information on the setup and scoring of these tests can be found at www.nysed.gov.

Despite the change in the test norms, the school is pleased with the solid performance in Levels Three and Four in the fourth and sixth grades. While the eighth grade performed well in English Language Arts, Science and Social Studies, there was a drop in their Level Three and Level Four scores in math from the previous year. Subsequent review determined there were several factors in play that may have impacted student performance. In addition to the cutoff scores being raised, all the required New York States Tests (English Language Arts, Science, Math and Social Studies) were moved to the spring, at a time when students were preparing for final exams and graduation.

The sixth grade's performance on the New York State Math test is a source of pride. In their initial experience in taking a state test on the sixth grade level, 43% of the students scored a Level Four. This is the first time in the last five years of testing that a class achieved such a distinction.

2. Using Assessment Results:

Saint Ignatius Loyola School uses a number grading system in grades 1-8. Grades are determined through regular assessments such as traditional tests, essays, quizzes, homework completion and class participation. Projects, hands-on activities and science lab sheets are also used to assess student learning. Students in K-8 receive daily homework as an extension of the day's learning. Study skills and note taking skills are consistently emphasized and reviewed throughout the grade levels in preparation for assessments including midterms, final exams and standardized testing. After each informal assessment is administered, the teacher will analyze student performance and determine if there are areas that need additional review.

The Iowa Test of Basic Skills and the New York State Tests results are two of the additional tools the School uses as a frame of reference. Through the review of test results in light of the day-to-day individual student performance, teachers are required to submit an "academic intervention program" to define possible areas of weakness in individual students. When it is determined a student needs additional assistance, teachers will offer extra help in the morning, during recess or at the end of the school day. In some instances, when a student is met with a learning challenge, a tutor is recommended by the administration. If needed, additional support is provided through the school's guidance counselors and individual parent meetings.

In 2007, the ITBS test scores helped determine that math computation was an area of relative weakness. In response, the school implemented a "morning math" initiative across all grade levels. The school day now starts with prepared lessons that focus on computation techniques and timed drills; two areas where there is room for improvement. Saint Ignatius Loyola is pleased to note the test scores have shown improvement in subsequent years.

The administration regularly reviews all formal and informal assessments. In monthly faculty meetings, the discussion focuses on concrete ways to help the students achieve success.

3. Communicating Assessment Results:

Communication in all forms is essential for a successful school. Saint Ignatius Loyola School uses many different forums to communicate and celebrate the students' academic and extracurricular successes. Each November, the administration, the pastor, the school's treasurer, the development director and the chairman of the parish finance committee hold a mandatory "State of the School" meeting for the parent community. Comparable to an annual report, the meeting's purpose is to share the overall academic, fiscal and spiritual health of the school for the previous calendar year.

Additionally, the school regularly communicates assessments and other academic distinctions in the Weekly newsletter, on the school's website, and through the church bulletin and local newspapers. Also scheduled on the school calendar are administrative/parent coffee meetings to discuss school testing and other issues. A year-end recap, celebrating the achievements of the graduating class, is featured in all of the School's publications.

An inter-office newsletter is sent at the beginning of each week by the administration to the faculty and staff reviewing the week ahead, sharing student successes that may have occurred in the previous week, and updating any last minute schedule changes.

Student academic performance is communicated through several vehicles. Students receive interim progress reports and quarterly report cards. Teacher and principal comments are written on each report card supporting a student's performance. Each parent is required to schedule formal conferences with his or her child's teacher at the end of the first quarter. Throughout the school year, the administration and faculty are always available to discuss student progress with parents.

Midterm exams and final exams are administered each January and June to students in grades 1-8. Copies of the results of the exams are mailed home to the parents with the respective report card. Results of the ITBS Tests and the New York State Tests are mailed home to the parents with an explanation of their child's individual performance. Parents are encouraged to schedule a conference with their child's teacher or the administration to further discuss the test results.

In anticipation of high school placement, the administration begins a two year discussion with the seventh grade parents and students. These meetings focus on matching the child with the best possible high school. These conversations focus on the student's academic review, extracurricular interests and test preparation for entrance exams. Saint Ignatius Loyola School's goal is to place each student into the high school of his or her choice. Traditionally, the graduating class has received over a million dollars in merit based scholarship money.

4. Sharing Lessons Learned:

The principal and the assistant principal meet monthly with the superintendent of the Archdiocese of New York and other principals in the district to discuss industry advances and collective experiences. These meetings and workshops provide colleagues a forum to share ideas and strategies that they have found to be successful in the classroom.

On occasion, heads of other schools in the area are invited to attend the school's admission tours, where they learn more about the school and its successes. The administration also receives and accepts invitations to visit other schools. Additionally, the administration welcomes and does receive periodic inquiries and regularly shares programs, policies and event information with other schools in the metropolitan area.

The kindergarten teachers work with St. Ignatius Loyola Day Nursery, offering advice and guidance on curriculum guidelines for emergent learners. Additionally, the administration works with other feeder schools, providing them with information on curriculum and sharing what is necessary to be a successful Saint Ignatius Loyola School student. On the other end of the spectrum, the administration meets twice yearly with high school administrators to discuss the school's curriculum and possible ways to enhance student learning in preparation for optimal high school placement.

The computer teacher has an ongoing relationship with Regis High School to enhance Saint Ignatius Loyola School's technology curriculum through the addition of a global program. The Development Director meets on occasion with other members of the Archdiocese and the Association of Fundraising Professionals to share strategies.

The Weekly newsletter is a pivotal communication tool for the school. It is sent home every Wednesday, as well as posted on the school's website. The newsletter is filled with informational updates and the accomplishments of the school community throughout the year. The feedback received from those who utilize this publication, the school's website, the church bulletin and the school newspaper, indicates that the school's exposure extends beyond the immediate school community and is reaching colleagues, peers, alumni and those interested in Saint Ignatius Loyola School.

1. Curriculum:

Saint Ignatius Loyola School follows a rigorous academic program that meets the high standards of the New York State curriculum, the Middle States Association and the Archdiocese of New York.

The **Language Arts** curriculum includes daily lessons in reading, grammar, writing, oral and listening skills.

Students in kindergarten through the second grade use *The Reading Street Program* as the basis for their instruction in phonics, grammar and writing. The classroom methods that are used to assist emergent readers in attaining the necessary milestones include whole class instruction, grouping, learning centers and books on tape. A reading specialist is added to the program in the first grade. Through the *Letterland Program*, the specialist provides whole class and small group instruction.

The third and fourth grade reading program continues to build skills. Students are taught to apply critical thinking to their independent reading. Listening and speaking are an integral part of the curriculum. Through mini lessons, pair share, graphic organizers, book reports and author studies, the children explore the world of literature.

In the fifth grade, students are challenged to practice their oratory skills in an annual speech competition. In the sixth grade, an anthology of excerpts from award winning trade books allows students to explore different genres. The seventh and eighth grade curriculum utilizes novels, short stories and plays as the core of its program.

The goal of the **Mathematics** curriculum is to ensure that each student gains a solid foundation and understanding of math as it applies in both the practical world and in abstract thinking.

In the primary grades, students are introduced to mathematical concepts through the use of manipulatives, interactive white boards, group work and centers. Students learn graphing, measuring, skip counting and working with geometric shapes.

In the third grade, students are introduced to math as a departmentalized subject; the emphasis shifts to solving problems, including both computation and critical thinking. Estimation, working with fractions and understanding place value are ways the students are challenged. Decimals, area and perimeter, algebra and geometric applications are additional components of the fourth and fifth grade curriculum.

At the end of the fifth grade, each student is evaluated by reviewing class performance and standardized test results to determine placement in either on-level or accelerated math classes. Students in grades six through eight are introduced to ratio and proportion, polynomials, percentage problems and statistics.

The **Science Program** affords the students in kindergarten through the eighth grade the opportunity to experience science in action. A dedicated science lab and greenhouse allows students to be exposed to intensive hands-on exploration and discovery, complemented with class discussion. Students in grades six through eight participate in the school science fair, the Science Olympiad and other metropolitan competitions.

Social Studies are taught through a sequential learning approach, beginning with community and progressing through state, national and world studies. From the kindergarten lesson on street and town, to the eighth grade in-depth study of American History, students gain an understanding about the world around them. Document based scaffolding and essay questions are used to promote the synthesis of

information. The focus is not simply on the events or facts, but the essential questions – Why did these events happen? How did they affect the country? What bearing do they have on the world we live in today?

Latin is introduced as a core subject for students in the fifth grade through the eighth grades. Latin develops and reinforces an understanding of the English language and lays the foundation for further language studies. The curriculum emphasizes declensions, vocabulary and translations, as well as the study of Roman history and Greek mythology. Latin is studied five times a week in 45 minute class periods. Students in the seventh and eighth grades are required to take the National Latin Exam. Additionally, the seventh grade students take the Latin Proficiency Exam.

Religion is a core subject. The students expand knowledge of their faith through the study of the Old and New Testaments, the Ten Commandments, prayer, the history of Catholicism and preparation for the sacraments. The seventh and eighth grades focus on Jesus Christ, the Gospels and the sacramental life of the church.

All students attend computer, music, art, library and physical education classes once a week for 45 minute periods.

Computer class enhances all subject areas through cross curriculum activities. The computer teacher meets regularly with colleagues to integrate subject matter with computer lessons. Knowledge Network provides a framework for curriculum expectation and assessment. Students utilizing this program are introduced to global communication through the use of Skype combined with research and software applications. Participation in technology competitions is encouraged.

A well-articulated **Performing Arts curriculum** builds a mastery of skills. The music program begins in the kindergarten with an introduction to music theory. The children explore rhythm, harmony and melody through instrument playing and movement to music. As the students' musical comprehension and ability develop, they study the reading and writing of music, explore various musical genres and have the opportunity to perform in ensemble performances, concerts and various musical productions.

The **Art** program is a sequential development of skills and processes. Classes are designed to foster an appreciation of the visual arts by researching and observing various mediums within their historical context. Students utilize a variety of materials and techniques to create paintings, sculptures, drawings and other forms of visual art.

Library class crosses the curriculum through reading and writing. Various forms of media, print and technology are utilized. This program is further complemented through author visits and field trips.

The Physical Education program is designed to develop gross and fine motor skills through activities and sports. The program's goal also includes the importance of living a healthy lifestyle through exercise, diet and good sportsmanship.

2. Reading/English:

Students in kindergarten through the second grade use *The Reading Street Program* as the basis for their instruction in phonics, grammar and writing. Reading instruction focuses on phonemic awareness, phonics, alphabet recognition and sight word recognition, spelling and vocabulary development. Another component of the curriculum is teaching children to transfer these skills to their writing. Students learn about audience and purpose through writing stories, letters and essays. Oral language development and listening skills are promoted through retelling stories, participating in discussions and giving presentations. Journal writing is a daily part of the curriculum for all students.

In grades three through five, the emphasis moves from decoding to comprehension and fluency. Graphic organizers are used to study and analyze texts from a variety of genres. Students apply critical thinking skills to their independent reading. Mini lessons, combined with workbook practice, develop the skills of recognizing the main idea and detail, inference, fact and opinion, literary devices and author's purpose. Listening and speaking are an integral part of the reading curriculum. Students develop these skills through discussions, reflective journal writing, projects and presentations.

The reading program in the sixth, seventh, and eighth grades, develops the students' reading, writing and comprehension skills through the use of fiction and nonfiction literature. The sixth grade reading program is supplemented with award winning trade books that explore different types of writing. The seventh and eighth students utilize novels, short stories and plays as the core of their literature studies. These selections cross the curriculum and enable students to make contextual connections, particularly in social studies and science.

As a supplement to the reading program, students in K–8 attend weekly library classes. Author visits, lectures, class trips and video presentations align with the reading, social studies and science curricula. In the primary grades, visits to the public library and weekly parent "read alouds" are scheduled.

Cognizant that all students learn at different levels and times, the school employs a reading specialist in the first grade to supplement instruction, identify areas of weakness and work with students who find reading to be a greater challenge. Students who are identified to be reading below grade level receive additional help from their teachers. Each year, the school hosts parent workshops offering specific guidelines in developing reading skills and fostering the love of reading at home.

3. Mathematics:

The strength of the Mathematics program lies in the school's commitment to providing a framework for the students to master the basics and apply those skills to the practical and abstract world.

In the kindergarten and first grade, students develop number sense through the use of manipulatives to count, to form sets, to graph and to gain an understanding of basic addition and subtraction. By the second grade, the curriculum expands to include time, money and measurement.

In the third, fourth and fifth grades, math is a departmentalized subject. Place value, multiplication and division, fractions, decimals, introduction to algebra and geometry are the tools used in solving multi-step problems. Beginning in the third grade, students are required to accompany computation with a written explanation.

In the sixth to the eighth grades, students are grouped in either on-level or accelerated math classes. Skills progress through the introduction and application of probability, ratio and proportion, polynomials, percentages and statistics. At the end of the eighth grade, many students are performing math skills at the high school level.

Based on school analysis of standardized test results and an ongoing review of classroom methods, a school wide initiative was instituted to improve math skills. From 8:30 a.m. to 8:45 a.m. each day, all students are required to participate in "math mornings." Facilitated through the use of the interactive white boards, websites and worksheets, students are challenged to hone their skills. Assistance is offered to students recognized to be performing below grade level through teacher intervention and tutoring.

The school has sponsored family nights centered on math themes such as Spaghetti Bridge Building and Math Game Night, where the students design and facilitate the game playing.

4. Additional Curriculum Area:

In the school's continued commitment to provide an atmosphere of academic excellence, science is a vibrant part of the core curriculum. Students from the kindergarten through the eighth grade have science class daily and attend a weekly class in the new state-of-the-art science lab and greenhouse.

The culmination of careful planning and the commitment to the school's mission of fostering an enthusiasm for learning, this hands-on space provides an environment for students to observe, question, quantify and explore the many aspects of science.

Students in the kindergarten through the second grade study the senses, seasons and weather, the sky and stars, living and nonliving things, and solids and liquids. Tapping into the students' natural curiosity and providing the ability to investigate, bring science to life. The students are encouraged "to think like scientists" through experimentation, trial and error, lectures, class trips and visits from experts in various scientific fields.

The curriculum for students in grades three through five focuses on the relationship of air, water and land, buoyancy, the food chain, physical properties, volume, mass and weight, and electricity and magnetism.

The sixth through eighth grade curriculum takes the study of earth and environmental science to a higher level. Formulas become more complex, applications become more varied and students are challenged to formulate multifaceted approaches to their studies. Reproduction, genetics and heredity are introduced in the seventh grade and further explored in the eighth grade.

The science program is designed to cross the curriculum. Math is reinforced through the calculation of formulas and weights and measures. English Language Arts' skills are refined through the reporting of the scientific processes; students are required to complete lab sheets and record what they infer from their experiences. Technology skills are reinforced through the use of interactive white boards. Through participation in school science fairs and metropolitan competitions, students improve presentation and public speaking skills.

Mindful of the school's Catholic identity, the students experience and appreciate the many wonders of God's creation through science.

5. Instructional Methods:

Saint Ignatius Loyola School appreciates the intellectual development of young learners and their diverse learning styles. The administration and faculty are committed to developing creative and engaging approaches in the classroom. The school's instructional philosophy is to give each student a firm foundation and a love of learning in reading, writing, mathematics, problem solving, analytic reasoning and verbal communication.

On any given day, multi-modal approaches can be observed in the classroom. Every child learns differently and it is the responsibility of the teacher to engage and inspire the students. Auditory, visual and kinesthetic learners now have a greater opportunity to be fully engaged in a lesson taught through the use of interactive whiteboard technology. Other instructional tools are many and include lectures, class discussions, cooperative learning, mini lessons, varied forms of assessments, projects and reports, books-on-tape, interviewing, oral and PowerPoint presentations. Through song, a second grader can name the fifty states in the Union and a fourth grade student internalizes the language of pronouns. Budding artists can express their reaction to a poem read in class, study a reproduction of a famous masterpiece or create their own self-reflection through paint, paper and other mediums.

The school continually searches for ways to empower students. Beginning in the primary grades, students are encouraged to choose reading materials that reflect their own interests, both in the classroom and during library classes. Students are responsible for raising and lowering the flag each day. The school

book store is operated daily by seventh and eighth grade students. The student government creates, develops, and implements initiatives that center around charitable acts. All of these tasks serve to enrich the students' overall learning experience.

As the students progress in age and competency, they are given multiple opportunities inside and outside the classroom to further define strengths and pursue interests. Students in the fifth through eighth grades participate in the *Woodsmen of America's* speech contest. Students are given a topic and have the freedom to choose subject matter and approach. Similarly, the *Thurgood Marshall Junior Mock Trial Competition*, the Science Olympiad and the school musical are other unique ways the students excel through their participation.

6. Professional Development:

Recognizing that professional development is an important tool to an educator's growth, Saint Ignatius Loyola School allots an annual budget for teachers to attend workshops, conferences and classes. The librarian regularly participates in local and regional conferences and is instrumental in forging relationships with New York City museums. The librarian has successfully arranged class trips that tie in with topics studied in social studies, reading and religion class.

Teachers are given the opportunity to spend time in colleagues' classrooms observing different styles and methods of teaching. Teacher portfolios on every grade level are available for collegial conversation and sharing. Speakers are routinely invited to attend faculty meetings to discuss current educational and social issues which may have an impact on students and curriculum. Last year, the administration recognized the need to address the nationwide trend of bullying. The school initiated a series of ongoing student, parent and teacher workshops to learn more about the culture of bullying and ways to handle such situations.

Recently, the school has completed a renovation and all of the classrooms now have interactive white board technology. The teachers attended a series of workshops on the basics and, as technology advances, the training will continue. The computer teacher has partnered with Regis High School to expand the technology curriculum. This endeavor has allowed students the opportunity to exchange conversation and ideas with students from a school in South Africa through the use of Skype.

Teachers in the Archdiocese of New York are required to attend classes to earn certification in catechesis. These classes provide teachers with additional tools to utilize when teaching religion. Social justice was brought to the minds of the students when the renowned author and activist, Immaculee Ilibagiza, spoke in a school assembly about her survival in Rwanda during the revolution and her journey to forgiveness.

The Archdiocese of New York offers workshops to its member schools throughout the school year. Recent topics have included writing, math and interpreting standardized test scores.

7. School Leadership:

Effective school administration is achieved by the cooperation, mutual respect and understanding between the pastor, who is the chief administrative officer of the total parish educational program, and the principal and the assistant principal, who are the Catholic Christian leaders and administrators responsible for the safeguarding and application of the school's philosophy and mission. They are the spokespersons for the school who communicate the vision, the mission and the accomplishments of Saint Ignatius Loyola School.

The pastor and principal meet weekly and exchange information and ideas on procedures, school finances, personnel, tuition, development and school facilities. The administrators interface between the

Archdiocese of New York and Saint Ignatius Loyola School by communicating and implementing policy and procedures set forth by the Archdiocese.

The administrative team encourages the faculty to realize their instructional leadership role and provides professional development to enhance methodology and curriculum in order to meet educational goals and students' needs. Teachers set personal goals at the beginning of the school year which are crucial for self-reflection, growth and leadership. Teachers have the opportunity to attend professional conferences and workshops and are provided with a budget to order educational periodicals. The school's in-house professional development program allows teachers to observe their colleagues in action, exposing them to different teaching styles. Teachers also regularly share information on educational websites and programs offered by institutions around the city.

An annual analysis of standardized test results is used to identify possible strengths and weaknesses and allows the administration and faculty to work collaboratively to ensure the continued success of the students. As part of the school's recent renovation, each classroom is equipped with an interactive whiteboard and professional development is ongoing.

The principal and assistant principal regularly observe the teachers in both formal and informal settings. Plan books are reviewed weekly and are used as a tool to monitor the week-to-week progress of the curriculum. Scheduled common prep time, monthly faculty meetings and weekly child study meetings allow for collegial conversation. At the end of the school year, teachers schedule conferences with the principal to discuss their annual performance appraisal reports.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV137

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6600</u>	<u>\$6600</u>	<u>\$6600</u>	<u>\$6600</u>	<u>\$6600</u>	<u>\$6600</u>
K	1st	2nd	3rd	4th	5th
<u>\$6600</u>	<u>\$6600</u>	<u>\$6600</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$8653

5. What is the average financial aid per student? \$1666

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Math Test

Edition/Publication Year: 2010/2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 4 and Level 3	92	99	94	97	89
Level 4	39	29	23	32	16
Number of students tested	64	56	62	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PV137

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New York State English Language Arts Test

Edition/Publication Year: 2010/2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 4 and Level 3	98	100	95	100	91
Level 4	14	16	34	38	13
Number of students tested	64	55	62	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PV137

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: New York State Math Test

Edition/Publication Year: 2010/2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May				
SCHOOL SCORES					
Level 4 and Level 3	84				
Level 4	43				
Number of students tested	58				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
2. African American Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
3. Hispanic or Latino Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
4. Special Education Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
5. English Language Learner Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
6.					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
NOTES:					

11PV137

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: New York State English Language Arts Test

Edition/Publication Year: 2010/2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr				
SCHOOL SCORES					
Level 4 and Level 3	95				
Level 4	24				
Number of students tested	58				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
2. African American Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
3. Hispanic or Latino Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
4. Special Education Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
5. English Language Learner Students					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
6.					
Level 4 and Level 3	0				
Level 4	0				
Number of students tested	0				
NOTES:					

11PV137

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: New York State Math Test

Edition/Publication Year: 2010/2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 4 and Level 3	77	100	84	73	82
Level 4	20	27	22	20	8
Number of students tested	54	49	50	60	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PV137

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: New York State English Language Arts Test

Edition/Publication Year: 2010/2010 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 4 and Level 3	87	96	84	83	80
Level 4	13	10	14	7	12
Number of students tested	54	50	50	60	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level 4 and Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PV137

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	82	86	77	76
Number of students tested	59	58	46	61	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	85	94	88	85
Number of students tested	59	58	46	61	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note the Iowa Test of Basic Skills now uses the 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	87	89	85	83
Number of students tested	55	54	60	58	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	89	87	88	85
Number of students tested	55	54	60	58	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note the Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	74	74	74	80
Number of students tested	56	60	58	62	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms."					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	81	79	78	84
Number of students tested	56	60	58	62	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note the Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	86	84	88	80
Number of students tested	63	55	62	60	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	82	82	89	79
Number of students tested	63	55	62	60	56
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now use 2005 norms."					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	84	82	73	83
Number of students tested	61	61	58	58	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	82	89	82	89
Number of students tested	61	61	58	58	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	85	74	86	80
Number of students tested	60	61	59	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	88	80	86	84
Number of students tested	60	61	59	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	78	80	82	80
Number of students tested	59	56	54	52	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	92	83	87	86	82
Number of students tested	59	56	54	52	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	88	80	84	91
Number of students tested	54	50	50	60	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

11PV137

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year:
2001/2001

Publisher: Riverside Publishing
Company

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	90	85	86	91
Number of students tested	54	50	50	60	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: *Please note Iowa Test of Basic Skills now uses 2005 norms.*					

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